

## Suggested Questions for Round Table Discussions:

LDOE is planning to hold Round Table Discussions on Act 3 implementation and the Report Cards in mid-April. Below are some suggested questions on the Report Cards for those discussions.

### Quality Improvement

1. If local networks are to provide the pathway for quality improvement, what will this actually mean “on the ground” for child care programs? How will it be funded? Who will provide the professional expertise especially for support for teachers of children under age four?
2. How will the Department of Education ensure that child care providers as well as schools are provided with expertise, financial supports and resources to improve?

### Indicators of Quality

3. The Program Report Card calls for a single indicator of quality through CLASS. Can you explain the basis for using only one indicator when every other state in the country uses more than one, when the authors of the CLASS caution against this approach, and when the experience of Quality Start shows that multiple indicators of quality can be very effective as stepping stones to improvement?

### Feasible Operation

4. There are many operational details for this plan that are not addressed, and impact the cost and integrity of the new system. Can you please explain the following:
  - Will assessors who are independent of the programs and trained to reliability to a level required by a high stakes accountability system conduct the CLASS assessments? If not, will there be assurance that an assessment would be the same no matter who is the assessor? How will integrity in the system be ensured?

- How many classrooms will be assessed in each program?
  - The state’s plan calls for five scoring levels. Based on the pilot work, what is the variance being seen in CLASS scores thus far that leads the state to believe it can create an informative and meaningful five level grading system? Can you explain what variance in CLASS scores will be needed, and why, in order to create a meaningful five level grading system?
5. How will the two different scores for toddler and preschool CLASS be factored into a program’s grade?
  6. How will the grade compensate for the fact that child care providers will have to become “experts” on the use of two very distinct tools; whereas, “pre-K only” programs will be able to focus their resources solely on the Pre-K CLASS assessment tool?
  7. Estimates show an annual cost of \$875 per year per classroom for the CLASS scoring plus additional amounts to assure the assessors are reliable. Is the state paying for this when the pilot is over? If not, who will?

### Meeting Family Needs and Building on What Works

8. The Report Card as currently constructed inaccurately suggests that all the indicators on it are used to determine the grade. How will families understand that only the CLASS scores are used to determine the letter grade?

### Independent Evaluation

9. Using implementation science to guide our work, it is important to independently evaluate this approach and how well it is meeting the needs of children and families, and supporting the ambitious goals for Louisiana. Is the state planning to conduct an independent evaluation of the accountability system? If so, will the state use a national independent evaluator?